

## Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	University of Missouri-St. Louis
<b>Institution Code</b>	6889
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	378
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	378
Statewide	

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
Principles Learning & Teaching 5-9	523	18	18	100%	135	133	99%
<b>Academic Content Areas</b>							
Education in the Elementary School	010				36	35	97%
Elem Ed Curr Instruc Assessment	011	144	144	100%	1614	1547	96%
Early Childhood Education	020	35	35	100%	256	256	100%
English Language and Literature	040	2			14	14	100%
Eng Lang Lit Comp Content Knowledge	041	18	18	100%	172	168	98%
Mathematics: Content Knowledge	061	5			126	123	98%
Social Studies: Content Knowledge	081	43	43	100%	276	269	97%
Physical Ed: Content Knowledge	091	15	15	100%	166	144	87%
Business Education	100	10	10	100%	77	77	100%
Music Education	110	1			1		
Music Content Knowledge	113	15	15	100%	129	122	95%
German Content Knowledge	181	1			5		
Spanish Content Knowledge	191	4			52	45	87%
Biology Content Knowledge Part 1	231	6			92	90	98%
Chemistry Content Knowledge	241	3			11	10	91%
<b>Other Content Areas</b>							
Speech Communication	220	4			35	35	100%
<b>Teaching Special Populations</b>							
Special Education	350	54	54	100	207	207	100%

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	University of Missouri-St. Louis					
<b>Institution Code</b>	6889					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	378					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	378					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	18	18	100%	144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	302	302	100%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	4			101	100	99%
Aggregate - Teaching Special	554	54	100%	319	318	100%

Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	378	378	100%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

### A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **1414 Fall 1999; 1323 Winter 2000**

### B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **404**

3. Please provide the numbers of supervising faculty who were:

**8** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**4** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**23** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **35**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **11.5**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30-35** hours. The total number of weeks of supervised student teaching required is **14-15**. The total number of hours required is **300-500** hours.

### C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?        Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

- A. Please use this space to provide any additional information that describes your teacher preparation program(s).**  
**B. Missouri has asked each institution to include at least the following information.**

**1. Institution Mission**

**UM-St. Louis Mission Statement**

As one of the four campuses comprising the University of Missouri System, the University of Missouri-St. Louis has served the citizens of the St. Louis metropolitan area since 1963. It shares the University’s land grant tradition and is committed to research and public service. The productive scholars on the campus’ faculty contribute significantly to the theoretical and applied research in their fields. The campus’ business, chemistry, political science, and metropolitan studies programs are already internationally recognized. As it develops, the campus will support other centers of excellence in departments or clusters of departments as the quality of scholarship achieves consistent international recognition. In addition to its role to advance knowledge as part of a comprehensive research university, the University of Missouri-St. Louis has a special mission determined by its urban and metropolitan location and its shared land grant tradition. It works in partnership with other key community institutions to help the St. Louis region progress and prosper. Through its colleges and schools, the campus provides opportunities for all the people of the metropolitan area, including the economically disadvantaged, to receive high quality and accessible liberal arts, career, professional, and graduate education.

Through a careful melding of strengths in scholarly research, teaching, and public service, the University of Missouri-St. Louis plays a leadership role in advancing scholarship; providing quality undergraduate, graduate and professional instruction to the large and diverse numbers of students in the St. Louis area; and contributing to economic development throughout the state and region. In shaping and evaluating its undergraduate curriculum, the University of Missouri-St. Louis fosters intellectual independence, sound judgment, clarity of expression in writing, aesthetic refinement, and sharpened analytical skills. Moreover, the campus provides high quality undergraduate, graduate, and professional instruction to an ethnically, racially, and economically diverse student body. Special efforts are made to fulfill the University’s land grant mandate to serve the working people of the state and, because most of the campus’ graduates remain in the metropolitan area, to enhance the economic development and quality of life of the metropolitan area and the state. These research, instructional, economic development, and public (community) service missions are accomplished by on-campus and extension-outreach programs in the College of Arts and Sciences; the Barnes College of Nursing; the Pierre Laclède Honors College; the Colleges of Business and Education; the School of Optometry; the Graduate School; the Evening College; and the Division of Continuing Education-Outreach. In addition, the campus’ humanities, fine arts, and performing arts programs enrich the cultural life of the metropolitan area and the University will work vigorously to achieve equal opportunity for all within the campus and broader community through strong equal opportunity and affirmative action policies and programs.

**2. Educational Philosophy**

The University of Missouri-St. Louis 21<sup>st</sup> Century College of Education will be a national leader in education research and scholarship that supports education professionals within an expanding collaborative community. The College is committed to significantly advancing the quality of teaching and learning as it serves a dynamic, technologically advanced, and diverse community.

The University of Missouri-St. Louis College of Education provides a collaborative teaching and learning environment which prepares and provides support to professional educators for instructional, leadership,

research and other professional roles in school, and non-school settings to serve a dynamic, technologically advanced, and diverse community.

### **3. Conceptual Frameworks**

These principles reflect the values of the College of Education:

1. Education is necessary and valuable for enhancing the lives of individuals, examining and transmitting important knowledge, and improving society.
2. The worth of individuals and dignity of all people are preeminent.
3. Preparing caring educators who are able to use diverse strategies to provide for the individual needs of all learners is important and worthwhile.
4. Preparing education scholars through our doctoral programs is an important goal.
5. Education in our society is made stronger by communication and collaboration among educators, other professionals, community members, parents, and students.
6. Research is essential to advance the professions.
7. Learning by doing is a desirable characteristic of educational processes.
8. Professional educators must engage in self-reflection, critical inquiry, and creative endeavors leading to renewal and change.
9. Reflective professionals make decisions about best practice informed by their understanding of a sound knowledge base and current research.
10. Professional educators practice and model ethical behavior.
11. Scholars practice and model active research involvement and actively seek support from sources external to the University.
12. Teaching and learning can be enhanced by technology.
13. A lifelong commitment to professional development is important.
14. An organization's structure must be consistent with and supportive of its vision.

### **4. Program completers who teach in the private schools and out of state**

**Private Schools: 30**

**Out-of-State Schools: 13**